**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 5-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * Math Journaling: Review previous vocabulary, checking for understanding. * *Spiral Review* * *Problem of the Day: least common multiple* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Frayer Model   How will you provide multiple opportunities for vocabulary to be used in context? :  Students will look up prime and composite numbers as a whole group activity, (record all responses on board, flow chart model) example: a prime number that has only one and itself as factors.  **Example:**  **Characteristics and Model of a prime number**: list traits of prime numbers (are all prime numbers always odd, are prime numbers always whole numbers, is zero a prime number?  Examples: 2, 3, 5, 7, ……  Non-examples: 0, 1, 4, 6, 8, ……..  **Examples of opportunities for vocabulary to be used in context**:   1. Written and oral responses will incorporate correct math vocabulary | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Paper and pen 2. Will each student have enough materials to model the problems? yes   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? Math journal 2. How will you check for understanding during this phase of the lesson? Teacher observation and students working in groups with self monitor. 3. Will you use the *Extend? yes* 4. Will you use the *Link to Investigations*? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Math journal. 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes, encourage analytical and higher level thinking skills. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Pull problems from Reteach and Practice worksheets, according to needs of individual students. 2. Where will students record their work? Worksheet 3. Will you collect, grade and record the independent practice? Will check, discuss and evaluate all independent work of students. Not all assignments will be recorded for grades. 4. How will you check for understanding? Quick check, oral responses and written work. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Could be addressed at differentiation, and select problems may be assigned determined by student understanding. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   Formative Assessment Tools   * + Other assessment tool: teacher observation   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction:*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*      1. Will you do these activities and if so, when? During and after lesson. 2. When will you give directions on how to play? Before activity 3. What materials will be needed for the activities? Various Manipulatives 4. Will you work with the Intervention group? Yes. 5. How will you determine which activities will be assigned to each group of students? Quick check | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Leveled Homework* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? Yes. 2. Will you discuss homework? Is so, when? During correction | |